

# Keep it Moving

<b>Strategies to Get up and Move</b>	
<b>Four Corners (4 corners +1)</b>	Create visuals or have permanent spots - you can use colors, numbers, shapes, etc. Give students directions and they have to pick a spot to go. Give directions for how to discuss or if it is just a spot to pick an answer that is okay to. Add the plus one for kids who are not sure or when you get to grades 4+ and you might be discussing a topic that can have different opinions or thoughts.
<b>Raise it High</b>	Use a white board, clip board, piece of paper and have kids write and hold up answers - alone or in a group.
<b>Tea Party</b>	Students put information down on a sheet, notecard, or post-it. Get up and move with a partner and share the information. When the teacher rings the bell/says switch - you thank your partner and move on to the other person to share or get the information.  Alternate versions: <ul style="list-style-type: none"><li>• Give one get one with facts/info</li><li>• Card exchange and summarize</li></ul>
<b>Post-it Brainstorm</b>	Have kids brainstorm at their desk. They go to various spots in room and add post its to the activity. <ul style="list-style-type: none"><li>• Littles - you can preprint and have them do a sort (3M spray glue on chart paper/butcher paper makes a big sticky board)</li></ul> Extension: <ul style="list-style-type: none"><li>• Post text on the wall and have students roam and give feedback.</li></ul>
<b>Gallery Walk</b>	Items up on the walls and walk and look and take the notes - great for history, science, art, or observing clues
<b>Standing Talks</b>	Whatever you are doing - have kids move to groups. Have them stand and have the discussion and share their answers.
<b>Graphic Organizers &amp; Info Sorts</b>	Can be used to have activity - fill parts together, get up and move - cut them apart and find the missing pieces with a put information together in order, key terms and definitions, etc.

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Mindfulness Strategies	
Figure 8 Breathing	
5 Finger Breathing	Start in your palm and then trace out into each finger and take a breath.
Fidget Boxes	
Focus Ball Breathing	Walk your kids through the following exercise: Stand or sit with legs and feet together. Bring your palms together in front of your chest. Keep your fingertips touching as you pull your palms apart, forming a ball with your fingers. Press your fingertips together until you feel the muscles in your hands and arms activating. See if you feel your core tighten too. Now close your eyes and as you breathe in, inflate your ball and as you breathe out, flatten the ball by pushing your palms together. (Then repeat these instructions for 60 seconds).
Ear-Nose Switch	This is a quick and easy challenge to reset the brain. Instruct kids to touch their left ear with their right hand and at the same time touch their nose with their left hand. Then have them switch their hands and touch their right ear with their left hand and their nose with their right hand. Switch back and forth a few times. Have them do it with their eyes closed.
Make it rain	Tap on finger on the desk then two alternate, then three, four and five and the room will sound like rain.
Go for a swim	Stand up, move your arms like swimming freestyle, breath and then alternate bending knees.
Rainbow breaths	Big breaths - start with hands at side and move to touch over your head and exhale back down like a giant rainbow.

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## Reading #1

In Paul's research, she encountered a common theme in the writings of many influential scholars: they did their best thinking while walking. As Henry David Thoreau wrote, "the moment my legs begin to move, my thoughts begin to flow." He's not alone. In experiments out of **Stanford**, students who completed creative tasks while walking – such as coming up with unexpected uses for a paperclip – came up with more ideas than those who brainstormed sitting down. Even our language reflects this understanding, says Paul. "We say we are 'stuck' or in a 'rut' because we have this idea that stasis and non-movement do not promote creativity. And then when we are thinking creatively, we say we are 'on a roll' or our thoughts are 'flowing.'"

The benefits of movement are **well-documented**: physical activity improves students' focus, retention, memory consolidation, creativity and mood. Movement breaks – from recess to a short dance party to doing standing stretches at their desks – boost students' mental sharpness. Research finds that a single workout can improve a student's ability to focus on a task for up to two hours.

Even micro-movements – such as shifting our weight while working at a standing desk – can help us stay more alert. "Activity-permissive classrooms" are helpful for all kids, says Paul, but particularly for students with ADHD for whom "low-intensity movement helps them regulate their state of physiological arousal and alertness."

"How Movement and Gestures Can Improve Student Learning" by Deborah Farmer

Kris: 6/29/2021;

<https://www.kqed.org/mindshift/58051/how-movement-and-gestures-can-improve-student-learning>.

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Reading #2

## **Incorporating Purposeful Movement Into Instruction**

When teachers weave in purposeful movement, they enhance students' comprehension and retention. The phrase for this is "embodied cognition": our brain influences our body, but our body also influences our brain. Paul points to research that found students who incorporated movement into their learning strategy remembered 76 percent of the material, while those who simply used their brain to memorize recalled only 37 percent. "We just don't remember what we hear that well, or even what we see. Most of all we remember what we've done, the actions that we've taken. The traditional classroom is still focused on written and spoken language, and we're leaving out this incredibly powerful human capacity to relate things to the movements of the body."

Teachers can design lessons that incorporate congruent, novel and self-referential movement. Congruent movement involves engaging in physical activity that matches a concept – such as kids creating a number line with their bodies or acting out a math word problem. Novel movement asks students to do something unfamiliar to acquaint them with a new concept – such as physics students holding on to a tilting, spinning wheel to experience torque.

Self-referential movements involve students casting themselves as a character in the story of a concept. As Paul notes, Einstein imagined himself riding on a beam of light as he developed the theory of relativity, and polio vaccine inventor Jonas Salk imagined himself as a virus or cancer cell. Teachers, likewise, can ask students to act out the story of photosynthesis, or link arms to become human chromosomes. According to research, role-playing in science helped students achieve a more accurate understanding of a concept. Working with manipulatives is helpful, says Paul, but "students learn even more when the manipulatives they employ are their own body."

**"How Movement and Gestures Can Improve Student Learning"** by Deborah Farmer Kris: 6/29/2021; <https://www.kqed.org/mindshift/58051/how-movement-and-gestures-can-improve-student-learning>.

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## Reading #3:

Enhance attention during and between lessons: Incorporating short exercise or stretch breaks into lessons can sharpen children's focus on learning. Especially for younger students, dividing lessons into 8- to 20-minute chunks punctuated with activities that involve movement keeps their attention on learning and helps make the content more memorable. Exercise and stretch breaks also work well during transitions between lessons.

Poore says that one of her students' favorite ways to prepare for tests is with an activity she calls Snowball. She writes a test review question on a piece of paper, wads it into a ball, and tosses it to a student, who opens it, responds to the question, and tosses it back. "It's a fresh and effective way to reach these kids," she says.

Engage the senses: Our brains receive input from our visual, tactile, auditory, and olfactory senses, allowing us to engage with the rest of the world. Incorporating activities that involve all the senses can make learning more memorable. Joe Frank Uriz, who teaches Spanish at Parsons Elementary School in Gwinnett County, Georgia, says, "Sensory experiences are an important aspect of learning."

Uriz doesn't just teach third graders the Spanish words for fruits. He introduces the tropical fruits of the Americas in a "mystery box" activity that adds tactile, smell, and taste experiences to learning. And he makes the most of the power of music and movement to reinforce what students are learning with a clapping chant song called "Frutas."

Play games: Teaching lessons as active games also enhances attention and memory. How about a kinesthetic spelling bee in which teams of students spell vocabulary words by positioning their bodies in the shapes of letters?

Move Your Body, Grow Your Brain: Incorporating exercise and movement throughout the school day makes students less fidgety and more focused on learning. By Donna Wilson and Marcus Conyers: 3/13/2014,  
<https://www.edutopia.org/blog/move-body-grow-brain-donna-wilson>.